



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE ELEMENTARY SCHOOL JOURNAL

Continuing "The Elementary School Teacher"

VOLUME XX

JANUARY, 1920

NUMBER 5

Educational News and Editorial Comment

THE DEPARTMENT OF SUPERINTENDENCE

The meeting of the Department of Superintendence is beyond any doubt the most important educational gathering of the year. The department and its affiliated organizations are attended by representatives of all the leading school systems and educational institutions of the United States. The numbers present have increased in recent years by leaps and bounds. In spite of the great size and influence of the department, its organization has remained very simple. It is therefore easy for relatively unimportant influences to determine its actions.

The *Elementary School Journal* is published monthly from September to June by the University of Chicago. It is edited and managed by the Department of Education as one of a series of educational publications. The series, including also the *School Review* and the *Supplementary Educational Monographs*, is under a joint editorial committee and covers the whole field of educational interests.

JOINT EDITORIAL COMMITTEE

CHARLES HUBBARD JUDD, *Chairman*
SAMUEL CHESTER PARKER
JOHN FRANKLIN BOBBITT
HENRY CLINTON MORRISON

Articles and editorials of the
School Review

ROLLO LA VERNE LYMAN
MORTON SNYDER

Reviews

HAROLD ORDWAY RUGG
ROLLA MILTON TRYON

Articles and editorials of the
Elementary School Journal

FRANK NUGENT FREEMAN
HARRY ORRIN GILLET

Supplementary Educational Monographs

WILLIAM SCOTT GRAY
MARCUS WILSON JERNEGAN

Most of those who come to the meetings are interested in visiting schools and in getting all the new ideas they can rather than in the selection of officers or other such matters. It is well that this meeting should continue to devote itself in a whole-hearted way to matters educational, for only by so doing will it be able to meet the criticisms of those who are attempting to emphasize the distinction between teachers and administrators and to impute to administrators motives of hostility to democracy in school organization. The department can retain its dominant influence in education just so far as it continues to be a center for the full discussion of progressive school policies and just so long as it devotes itself unreservedly to constructive investigations.

It is a desire to contribute to the singleness of purpose of this great organization that prompts the writer of this editorial to venture a warning which can be effective only if it is perfectly frank. There is a widespread conviction that the machinery of the department is not running normally. Some school people believe that the influence of the book companies has been exercised for the purpose of using the prestige of the department in book adoptions. Others regard the danger of undemocratic, clique control as threatening. Still others believe that the department has been used as a club in local political situations. There is only one way in which to remove these suspicions and at the same time keep the department at the high level at which it has done its work in the past. That is to keep its organization in the hands of men of the first magnitude.

The present period of reconstruction is one which is full of grave problems for the schools. If the department is to supply real leadership, there must be no suspicion that it has been used to turn the tide of local school affairs and there must be no alliance with other than strictly professional interests.

This editorial differs somewhat from those which ordinarily appear in the *Elementary School Journal* in that the writer has consulted his colleagues of the editorial board and has explicit approval in advance for an editorial of this type. He has gone further and has taken up the matter with some twenty of the leading school men of the country. From this group he has in the main emphatic approval of the editorial. Where full approval has been withheld it has been from fear that it might arouse animosity.

The first draft has been rewritten in the hope that the effect may be strong enough to compensate for any possible animosities. Democracy survives only when its members are continually aroused to their duty. From every point of view it is the duty of the department at the Cleveland meeting to put in charge men who will be instantly recognized as leaders in education in the United States. Everyone who goes to the meeting should go with his mind made up that this and nothing else shall happen. The nominating committee should do its work with a full knowledge of this universal call for the only kind of leadership that is truly democratic.

MR. CHADSEY'S RECOMMENDATIONS TO CHICAGO

When Mr. Chadsey was put back into the superintendency of the Chicago schools by court order, he prepared for the board of education a general statement of policies which is the most comprehensive educational document that has been drafted in Chicago in many a day. The board of education by the use of gag rule, which has brought them into court on contempt proceedings, refused to hear this document. It will stand nevertheless as a clear statement of Chicago's needs. There are several passages in this statement which apply equally to this city and to the country as a whole and may therefore be quoted here.

Changed economic and social conditions have brought about on the part of educators all over our country a very definite recognition that it is necessary to modify and expand very radically the work of the upper grades of the elementary school. While this subject has been under consideration to a greater or lesser extent in this school system, there have been many misunderstandings both as to the essential form and the purpose of possible changes. As a matter of fact it is not difficult to secure a clear understanding of the fundamental principle at issue. The present school year is far longer than that of a few decades ago. It is now practicable to cover the lower elementary subjects in the first six grades and thereby to secure in the seventh and eighth grades an opportunity for giving to our young people higher and more effective training. It is possible, particularly in our larger cities, to offer a considerable differentiation as to subject-matter and technique of instruction, and thereby meet with more skill the special abilities or limitations of the pupils and their probable future activities. In my judgment it is high time for Chicago, through this Board of Education, to commit itself definitely to the program of enlarging and differentiating the work of the public schools above the sixth grade.

A full reorganization of this work cannot be secured immediately. It will involve months, and possibly years, of work, but facilities should be provided for the immediate inauguration of a sufficient number of these modified schools to afford a laboratory in which plans for general adoption may speedily be matured

My experience during March, April, and May has convinced me that the supervisory officers of our school system find themselves completely occupied with the various routine of immensely important duties inevitably associated with a gigantic business organization. I feel confident that overhead expenses incurred in securing the services of highly trained experts for carrying out the administrative plans of a school system are justifiable and that more liberal appropriations for this purpose should be made available. In addition to the officials now engaged in the administration of the schools we should employ other experts who have had special training and have peculiar ability to undertake some of the more technical phases of school administration.

We are engaged in the conduct of the most important business in Chicago, and the managing offices in order to be effective should have an organization similar to that of any other large business. While I am heartily in favor of securing such experts within the school system, if they may be found here, we should not feel it necessary to confine ourselves to those already in our employ. We ought to be able to secure from any place in the country experts able to prepare for our use and for the information of the public, reports, clear and scientific, designed to show the exact conditions under which we are operating and the specific needs for improvement. I am convinced that some important forward steps cannot be taken unless such additional expert assistance may be secured.

I am aware that these recommendations, if accepted and carried out, involve a very real increase in the expenses of school administration. I realize that the increased revenues now available are absolutely inadequate even for maintaining the schools without undertaking improvements, or without adopting a satisfactory salary schedule. I also appreciate the fact that there are other pressing obligations of the city which demand increased taxation. Possibly the present method of securing revenues should be replaced or supplemented by other forms of taxation. The proper support of our schools, however, is fundamental and it is necessary that we prepare for the city statements which may show, without possibility of confusion or misunderstanding, the cost of education to the city and its relation to other municipal expenditures. If a clear, scientific presentation of present conditions and possible alternatives of meeting our very real financial crisis are presented to the citizens of this city, it will become possible for them to give intelligent consideration to this problem and determine what and how much they are willing to provide for the support of the schools.

It is to be regretted that the schools of Chicago cannot be set at work under leadership such as these statements represent. Instead, we have the spectacle of a board of education which strips its legal superintendent of his powers by rules which are palpably in contempt of the court and in contravention of the law. For these acts the court has the board in its hands. The school officers who are willing to accept the powers illegally conferred upon them conduct the schools in directions so divergent from

the wise policies outlined above that one grows pessimistic about the meaning of the words "professional ethics" and "professional standards."

HOME READING WITH SCHOOL CREDIT

The editors of the *Elementary School Journal* have repeatedly invited school officers to report the experiments which they have tried in their schools. It is with a good deal of satisfaction that they present the following concrete evidence that an exchange of experience is worth while. A pamphlet sent by Superintendent N. H. Chaney of Youngstown, Ohio, and Mr. J. L. Wheeler, librarian of the Youngstown Public Library, contains the following statement:

An article in the January, 1919, *Elementary School Journal* was discussed at the principals' meetings in Youngstown and from it the Youngstown plan has grown. One new feature is the file of descriptive notes which have been provided by the library for each teacher.

The article to which reference is made was written by Superintendent Stone of Munhall, Pennsylvania, and describes a plan for encouraging and supervising the home reading of pupils. The Youngstown schools in co-operation with the library of that city have set up a similar plan. The board of education pays for a selected list of books which are purchased and handled by the library. The pupils receive a special reading certificate if they read ten books during the year and a certificate with a gold seal if they read fifteen books.

The plan is worked out in full detail and is published in the form of a record book which is distributed to the teachers. The plan is so long that only a few sentences from the first part can be quoted here. These are as follows:

An average of ten minutes a day should suffice for hearing the pupils' reports.

The library has prepared descriptive notes about each of the books. They will help the teacher herself and through her will give the pupil greater interest and better understanding of his reading.

The library also supplies the bookplates, certificates, mimeographed material, and the other equipment necessary to handle the project in a way that is meant to make the reading a pleasure rather than a task.

The books on these lists have been most carefully selected, using several similar standard lists as a basis.

The principal is responsible for the assignment of the books among the teachers of the school.

Post in the room the complete list of books for this grade. On this list the name of a teacher should appear opposite each book and the pupil will make his report to that teacher.

Place the books in a conspicuous position in the room if possible.

The unique feature which serves to give the teacher a view of all the books in the list is the descriptive review supplied for each volume. The first of these is as follows:

LITTLE WOMEN

For forty years *Little Women* has enjoyed and been fully worthy of an immense popularity. In thousands of homes Meg, Jo, Beth and Amy are household favorites. Miss Alcott wrote this story out of her own family experience. There were four "Little Women" in her own home and she was "Jo." While the story does not follow the actual history of her own family, their struggles with poverty and their beautiful home life are well portrayed. The spirit of the whole book teaches service for others. Beside the four March girls, there is Laurie, the grandson of old Mr. Lawrence, who is Jo's especial chum. The incidents in the story are very natural—Beth's shyness which she overcomes to make an old man happy and her rapturous joy over the gift of a piano; Amy's humiliation when for breaking a rule in school she is whipped and made to stand in front of the class; Jo's dreadful remorse over the temper which so nearly results in Amy's death; and many more of like character. The first part of the book closes with the beginning of Meg's romance with John Brooke, Laurie's young tutor. The second part of the book shows us Meg's marriage and her attempts at running a model home. Many laughable mistakes occur. In time two wonderful twin babies are born to them and there are funny incidents concerning Meg's attempts to have "model" children. No girl but mourns over Jo's refusal of Laurie or is quite reconciled to her marriage with Professor Baer, kind and good as he is. Beth's death and Amy's happy marriage with Laurie round out the lives of the "Little Women." They are grown up now and the book ends with their re-union at Plumfield, which old Aunt March has willed to Jo. The story is not great because of its literary style. It is because it is so "human." It touches the heart and holds a place unique in children's literature, which it will never lose.

THE VIRGINIA SURVEY

The following account of the Virginia survey is supplied by the University of Virginia:

The Virginia Assembly of 1918 created an Educational Commission consisting of two members of the House of Delegates, two members of the Senate, the Superintendent of Public Instruction, and three persons who were to be engaged in work connected with the public free school system, to be named by the Governor. The purpose of the Commission was to make a thorough study of the school laws, conditions and needs of the Virginia schools, and a comparative study of progressive systems of education.

The Commission consisted of the following members: Hon. Chas. H. Rolston, Hon. Franklin Williams, Jr., Hon. C. O'Connor Goolrick, Hon. G. Walter Mapp, Miss Bessie Taylor, Prof. C. G. Maphis, Supt. Blake G. Newton, and State Supt. Harris Hart, Chairman.

The Commission secured the services of Dr. Alexander Inglis, of Harvard University, as Director of the Survey, and under his leadership and direction a thorough and complete study has been made of the public school system of the State. Dr. Inglis had connected with him some of the leading educational specialists of this country and the co-operation of the General Education Board.

Dr. Inglis has submitted his report to the Commission and the final report of the Commission is now in the hands of the printer. The principal recommendations of this report are given below.

AMENDMENTS TO CONSTITUTION

1. To provide for a State Board of Education to be appointed by the Governor.

2. To provide that the State Superintendent be appointed by the State Board of Education, that his term be for five years, his appointment be determined without reference to place or residence and his relation to said Board be that of its administrative and executive officer.

3. To relieve the State Board of Education of the duty of appointing division superintendents in order to provide for their appointment by local county and city boards from a list of eligibles prepared by the State Board. To provide that the State Board of Education shall exercise legislative and judicial control over the schools.

4. To provide that the county, rather than the district, be the unit of school administration, and that the school affairs of such unit be under the general control of a school board of five, to be elected by the qualified voters of such county or city, and that the present electoral board, district school board, and county board be abolished.

5. To provide for a wise and just manner of distributing the State school funds to remove the limitation that higher grades may not share, and to change the age of school attendance.

6. To provide for local tax for school purposes and to remove the limit of five mills from the Constitution and fix a limit to be determined by law.

7. To remove the constitutional limitations on the compulsory attendance law.

AMENDMENTS TO STATUTES

1. To provide a standard school term of nine months for elementary and high school grades.

2. To fix the age of school attendance at from six to nineteen years.

3. To provide for an accurate school census in 1920 and for every five years thereafter and for a cumulative census for each intervening year.

4. To provide that State owned textbooks be furnished to pupils.

5. To increase the fund for teachers' salaries, by increasing the State tax from fourteen to twenty-five cents and to provide a minimum salary based on minimum professional qualifications.

6. To provide that the State Normal School for the training of teachers be placed under the control of the State Board of Education.

7. To provide that Normal Training departments in high schools be abolished.

8. A recommendation that State institutions of higher learning be operated upon an all-year basis, with special provision in the summer quarter for teachers in the public schools.

9. To provide for an efficient system of high schools without retarding the development of the elementary schools and recommending an appropriation therefor.

10. To provide for the development of vocational education and recommending a special appropriation for training in home economics.

11. To provide for physical training in the schools, and for the proper supervision of school and community sanitation.

12. To provide for the development of the education of negroes.

13. To provide for the proper organization and development of the small rural schools.

14. To provide for the salary of the division superintendent of schools on a fair and equitable basis.

15. To provide for more liberal State support to the teachers' pension fund.

16. To provide adequate financial support for the public school system.

A CONSOLIDATED SCHOOL

The state department of Wisconsin gives the following account of a new consolidated rural school in that state:

The town of Trenton is the first in Washington County to resort to school consolidation. Four years ago two schools, with a combined enrollment of sixteen pupils, were united and this has led to the consolidation of the old Krell, Gomber, and Woolen Mills schools.

The new consolidated school is a one-department school, in which all of the grades are instructed by one teacher in one classroom.

The schoolhouse was erected last summer and with its equipment will cost about \$6,000. Because it is only a one-department school, the State aid towards the cost of the building and equipment amounted to only \$1,000.

It is an imposing structure, built of parti-colored buff and reddish brick, and has a high brown stucco basement. Broad cement steps lead to the projecting open vestibule surmounted by a gable and a flag staff. The gables are shingled, and the cornices are wide. There is a side entrance. The larger part of the east wall is taken up with big windows, which feature conforms with the modern idea of lighting schoolrooms, the light falling on the desks from the left. The other window arrangements also add to the distinctiveness of the building, and so do the wide gables, the broken wall and sky-lines, and the color schemes.

It is a very attractive looking building, a modern example of school architecture on a limited scale, in which everything is designed with three cardinal objects in view, the greatest service, comfort, and well-being of those who live within. The equipment is complete in every respect, vastly better than that in

the old little schools. It includes movable individual desks of the most approved type.

The inside of the large schoolroom presents a very bright and cheery appearance. To the left of the entrance, which has a double door swinging both ways, is the boys' wardrobe, and to the right is the girls' wardrobe. Adjoining the latter is a closet for the use of the teacher.

South of the schoolroom, in the part of the building that, viewed from the south and west sides, looks like an addition, is a stage ten feet wide, which can be shut off from the room by means of folding doors. This stage also serves as a library and book cases are placed along the side walls. The schoolroom is provided with large slates built into the north and west walls, and there is also a large movable blackboard.

The basement is built of concrete and has a concrete floor. Near the north-west corner is the furnace, the building having hot air heating, and in the north-east corner is a cistern, also constructed of concrete. The closets which are to be installed will be located in the south part of the basement.

The consolidated district can well afford to spend more for a good teacher, as only one has to be paid, instead of the former three. Another thing of advantage to the school is the larger attendance. The classroom is large enough to hold the number of pupils a teacher can successfully handle. The larger attendance makes school work more interesting for the pupils as well as for the teacher. Competition is not only the life of trade but also the life of the school.

EXTENSION COURSES FOR TEACHERS

Announcements of regular courses of study for teachers in service are becoming increasingly common. The following outline supplied by the superintendent of the Western District of Colorado gives an account of an arrangement between this district and the University of Colorado and two normal schools of the state. Special attention is called to the course on parent-teachers associations which is evidently organized in response to the practical demand for more intelligent direction of the co-operation between schools and homes.

The general plan for class meetings will be the same as that of last year, namely: There will be two meetings a month, an hour and forty minutes each, for eight months. One meeting a month will be conducted by the extension superintendent, the other by the local superintendent, or principal.

A detailed outline of each month's work will be furnished by the extension superintendent. No charge is made for instruction or for the outlines, unless the work is taken for credit at one of the three co-operating institutions, in which case a fee of \$5.00 will be charged for the entire course. This fee may be paid any time during the year. The same credit will be given for these courses as would be allowed for the same amount of work in residence at the different institutions.

I. WAR COURSE

Since every phase of life has been so profoundly modified by the Great War, since it is highly important that the American people have brought home to them in the most definite manner possible the many vital lessons of the war, and since the public schools furnish the most direct avenue of teaching the people as a whole, the responsibility for this deeply significant function necessarily devolves upon the teachers of the public schools.

The extension service is therefore offering the teachers of Western Colorado a carefully outlined course on the Great War which it is believed will give them a broader conception of the fundamental issues involved and the underlying principles which should guide every intelligent, patriotic American in his future conduct than can be gained by any cursory reading of newspapers and magazines, or even the general reading of books.

The outline of the Great War begins with the Congress of Vienna, 1815, which is contrasted in its purposes and methods with the recent Peace Conference at Versailles.

Following this Era of Reaction in Europe from 1815-30, a study will be made of the salient features of industrial and political revolutions from 1830-70 which largely grew out of the aspirations for nationalism and which dominated Europe during that period.

The third outline deals with the growth of modern democracy from 1871-1914, as evidenced in the conflicting aims and policies of various European nations, and which finally culminated in the inevitable clash between the autocratic Central Powers and the democratic Allies.

The fourth outline deals definitely with the part which the United States played in the war. Succeeding outlines take up some of our more important reconstruction problems, such as education, transportation, labor, capital, etc.

While the material for this course is voluminous, the first three outlines are based chiefly upon Hazen's *Europe Since 1815*, and Ward's *Modern Europe, 1815-1915*.

The fourth outline which deals with the United States and the war is based chiefly upon *War Facts and Peace Problems*, a handbook issued by the National Security League, which it is expected will furnish free a copy of this valuable handbook to every teacher who takes this course.

The material for succeeding outlines dealing with the problems of reconstruction will be found largely in the better current magazines and books.

The libraries of all institutions will furnish a limited supply of material, but each group of teachers can well afford to purchase a few books, although school boards often do this when requested.

II. EDUCATIONAL TESTS

During the past decade the scientific spirit has brought about the reorganization of the greater part of American business and industry along lines of greater efficiency.

While the forces of education are generally conservative, the educational leaders are awakening to the realization that much of our educational machinery, methods, and material have little but tradition to support them. Hence the

necessity in these strenuous times when the cost of living is high, when the demands of society are so numerous and exacting, that as teachers we apply scientific tests to our work to see if it measures up to such standards as are being applied in other lines of modern life.

This course begins with a brief study of the history, value, and methods of school tests and surveys.

The second outline deals with the use of tests. Several specific tests will be given the teachers themselves to illustrate their use in school.

Other outlines will show how school tests may enable teachers, not only to discover scientifically the defects of their pupils, but also how scientifically to correct existing defects.

The course in Educational Tests will be based largely on Monroe's *Measuring the Results of Teaching* which is one of the State Reading Circle books for the ensuing year.

The purpose of these courses is to give teachers such vitalizing information and inspiration as will make their everyday thinking and action more purposeful and effective both inside and outside the schoolroom. Any group of teachers may take either one, or both, of these courses.

III. PARENT-TEACHERS ASSOCIATION COURSE

The city superintendents of Montrose, Delta, Grand Junction, and Glenwood Springs in co-operation with the extension superintendent have outlined a course based on the physical, intellectual, vocational, cultural, moral, civic, and social needs of the child, which it is believed may be used advantageously by Parent-Teachers Associations in any community.

In addition to furnishing a somewhat detailed outline for such a course, a comparatively full bibliography is included in order that any association may be able to secure such material as they wish.

For outlines, or further information, write O. B. Staples, P. O. Box 26, Grand Junction, Colorado.

MAKING MATERIALS OF INSTRUCTION

There are many projects which can be undertaken in schools to secure materials for class exercises that will be much fuller and and more vivid than those based solely on the textbook. One example of such material came into the hands of the writer too late to be used in a yearbook of the National Society for the Study of Education. It is from Baltimore County, Maryland, and the contributor has consented to have it used as a news item. Only enough can be quoted to give a general idea of the way in which the project was carried out.

This project in fourth-grade geography was worked out by the co-operation of two fourth grades in different schools. One of these schools is at Sparrows Point, near the mouth of the Patapsco River, while the other is at Relay near the head of the river. In order to have the children of each school gain an intelligent

understanding of the differences in the river at various points in its course and of the resulting industrial conditions, it was suggested that the one class gain this information through correspondence with the other.

The letters will show clearly the interest of the children in both classes and also the definite gains in geographic information. Accompanying the letters were clippings and illustrations from newspapers as well as snapshots taken by the children themselves. In both classes the project was a means of motivation, not only of the geography, but also of composition, spelling, penmanship, reading, and the study of a bit of local history.

The following letters passed between the children at Sparrows Point and the children at Relay:

SPARROWS POINT, MD., May 9, 1919

DEAR CHILDREN:

This letter is from the fourth grade of the Sparrows Point School. Miss Grace has told us about you, and that you live at the upper part of the Patapsco. We have never seen that part of the river. Will you please tell us about it? We live at the mouth of the Patapsco. Would you like us to write and tell you about it? We will be very glad to do it.

Sincerely,

GRADE 4 A

RELAY, MD., May 21, 1919

DEAR CHILDREN:

We received your letter a few days ago. We have never seen the mouth of the Patapsco River, so we would like very much to hear about it. We hope we will be able to write and tell you something of the river as we see it that will interest you.

Hoping to hear from you soon, we are,

Sincerely yours,

4TH GRADE

A list of the members of the Relay class was sent by request to the Sparrows Point children. Each boy or girl adopted a Relay child to whom to write. Since the Sparrows Point class was the larger, several of the children received more than the one letter.

SPARROWS POINT, MD., May 14, 1919

DEAR THOMAS KELLY:

Saturday I went along the Patapsco River. There was a big boat on the water. I think it was going to Europe to take food for the French people. It sank about twenty-five feet in the water. It had to go out in the deepest part of the channel because it was so big. It had three decks on it.

Yours truly,

JOHN ROCK, *Grade IV*

SPARROWS POINT, MD., May 14, 1919

DEAR THOMAS KELLY:

Saturday mornings I go to watch the floating dry dock in the Patapsco near here. It is a platform built out in the water where boats come to be repaired. Two boats can go on it at a time. They let in the water to sink the dock while the boats go in on it. Then they pump out the water and the dock comes up with the boat on it.

Yours truly,
CARL OECHSLER, *Grade IV*

EDUCATIONAL FARM WORK

In the town of Winnebago, Nebraska, there is connected with the school system an elaborate farming enterprise which gives the pupils some idea of the way in which they should organize a farm and develop its resources. The plan is described by its author, Mr. S. Toledo Sherry, as follows:

A visitor to the schools of Winnebago may be shown an acre of land adjoining the city schools, the use of which has been donated by one of the public-spirited citizens, where twenty-eight primary pupils are cultivating an equal number of model farms, thirty-three feet, or one-half chain square. The land has been put into a perfect state of cultivation, fenced, and divided into farms.

The selections were made by drawings similar to those of the government when reservations are opened for settlement.

Maps were made and studied and the deeds duly recorded.

Each pupil had divided his or her farm into nine equal divisions. The middle one on the south side is the yard.

The central division is the barnyard. Three of the other fields are sown to oats, wheat, and alfalfa, while a fourth is used for a meadow and an orchard. One of the remaining fields is planted in corn and the first year before the barn is erected, the barnyard is planted in potatoes.

The remaining two divisions are used for a garden in which are grown a dozen or more standard garden vegetables.

The pupils study the soil, the selection and testing of seeds, and sow, plant, cultivate, and improve their model farms just as a modern up-to-date farmer is expected to do.

All the literary and classroom work of the school can be correlated with the manual training and industrial work of these model farms. During the winter shopwork both boys and girls construct fences, gates, hen houses, barns, and other outbuildings, and plan and build cottages for their respective farms. The plans, specifications, and bills of materials are first carefully worked out and studied and are modeled after those of the department of agriculture. The buildings are constructed on a scale of one inch to the foot and working plans and drawings are carefully prepared in the classroom and consistently followed in the workshops.

After the crops and gardens are in good growing condition, the improvements are properly installed. Excavations are dug, forms made, and concrete basements and foundations for the cottages are prepared. The pupils are given practical instruction in the use of rock, sand, and cement and this knowledge is applied in constructing walks for their yards and driveways leading to the barn. The walk from the front gate to the cottage is daintily bordered with appropriate flowers.

In assembling the improvements on the farmstead they are arranged with due regard to utility and the principles of artistic architecture. The cottage forms the principal object in the foreground while the barn constitutes the main one in the background. The other buildings are arranged in harmony with these and each other.

In painting the buildings due regard is had to a harmonious development of an appropriate color scheme. When the buildings have been properly installed, painted, and thoroughly completed, under ideal conditions the interested observer beholds a model community of miniature farm homes with mimic fields of waving grain and resembling a most prosperous township. It is called school county and these embryo citizens have their local and township organizations and hold their school and other elections at the regular times.

In this manner they are taught discipline, practical civics, sociology, and economics in a way that appeals to their interests through their play instincts.